

## **Appendix B: Oral Presentation**

Good Morning/Afternoon everyone.

My name is Linda Yuval and I am a graduate student at the Department of Psychology here at the University of Guelph. I have been hired as a research assistant for the Universal Instructional Design (UID) Project being implemented at the University of Guelph.

Several courses at the University have been selected for this two year project, which seeks to implement into these courses principles of UID. This course is one of 11 courses that have been approved for funding. All the courses that have been approved for funding are in various stages of development. This means one of three things: no changes have been implemented into your course; some changes have been implemented into your course; or all the changes have been implemented into your course.

In order to evaluate the effectiveness of the project, we are asking students enrolled in these courses to help us collect data by taking part in a survey. The survey will ask you various questions concerning your course impressions and experiences.

You can complete the survey through a paper-based format or on-line, whichever you prefer.

I will leave hard copies of the surveys up here at the front of the class for those of you who prefer this format. For those of you who prefer filling out the survey on-line, an information sheet with the web address will also be left at the front of the classroom for you to pick up.

If you are filling out a hard copy, please fold the survey in half and tape or staple it together when you are finished. The outside of the last page will have the name and address of the person to whom the survey should be returned. Just make sure this information is facing outward, and then place the survey in the inter-campus mailbox located in the University Centre.

I want to emphasize that participation in this survey is purely voluntary, and you are under no obligation to participate. Moreover, you may refuse to answer any questions, and to cease your participation at any time. We do however, strongly value your opinions, and your participation in this evaluation would be greatly appreciated.

Thank you for your time.

### Appendix C: Student Consent Form

Dr. Karen Korabik (519) 824-4120 ext 3188  
DECLARATION OF INFORMED CONSENT

I, \_\_\_\_\_ (please print name) give my informed consent to participate in the evaluation component of the University of Guelph's Universal Instructional Design Project, conducted by Dr. Karen Korabik and Linda Yuval (of the University of Guelph).

- (a) I understand that the general purpose of the research is to demonstrate the effectiveness of the Universal Instructional Design Project.
- (b) ALL data collected from my participation in the survey will be kept strictly confidential.
- (c) I understand that my academic records are required for research purposes. I authorize the researchers to access these files, with the understanding that they will be used for group (aggregate) purposes only and not in individual form.
- (d) I understand that if I choose, I may participate in a follow-up interview of approximately 30-45 minutes in length. The interview will occur approximately 2-4 weeks after completion of the survey and will ask me to expand on the answers I provide in this survey.
- (e) I understand that should I choose to participate in an interview, my name will not be released or disclosed to anyone other than those individuals directly involved in the study.
- (f) I understand that I may refuse to answer any question that I do not wish to answer.
- (g) I consent to the future use and publication of the research results with the understanding that the information will be reported in group form only. This means that no individual identification will be made.
- (h) I understand that the group data from this study may be subsequently used for other research purposes.
- (i) I understand that the group data from this study may be used for teaching purposes.
- (j) I understand that my participation is voluntary, and I am free to withdraw from the study at any time without penalty of any kind.
- (k) I agree that I have been given adequate information about the study and understand the procedures to be followed.

Are you be willing to participate in a follow-up interview based on this survey?  
\_\_\_\_\_ YES \_\_\_\_\_ NO

If you would like to participate in a follow-up interview, please indicate your contact information.

Email \_\_\_\_\_

Phone number \_\_\_\_\_

**If you have any questions or concerns about this study, feel free to contact** Linda Yuval (519) 824-4120 x8754, [lyuval@uoguelph.ca](mailto:lyuval@uoguelph.ca) or Jaellayna Palmer (519) 824-4120 x3858, [palmerj@uoguelph.ca](mailto:palmerj@uoguelph.ca)

\_\_\_\_\_  
**Name (please print clearly)**

\_\_\_\_\_  
**date**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**e-mail address**

Note: Your e-mail address here is required for feedback purposes only. After your participation in the study is complete, you will receive an email outlining the anticipated results and implications of the research.

We will start by collecting some information on your personal characteristics.

**Age:** \_\_\_\_\_

**Sex:** \_\_\_\_\_

**Semester of study:** \_\_\_\_\_ **Full time** \_\_\_\_\_ **Part time** \_\_\_\_\_

**Please check off the college that you belong to:**

College of Physical and Engineering Science

College of Biological Science

College of Social and Applied Human Sciences

College of Arts

Ontario Veterinary College

Ontario Agricultural College

Other

Not applicable

**Please indicate your course code and number:** \_\_\_\_\_

**One of the goals of this study is to design courses that assist students with physical and/or learning disabilities. Does this apply to you? \_\_\_\_\_YES \_\_\_\_\_NO**

If you answered yes to the above question, could you indicate the nature of your disability?  
\_\_\_\_\_

Conditions or circumstances that are not specifically diagnosed as physical and/or learning disabilities can still interfere with your ability to attend class and concentrate while in class. Do you face any other medical illness, condition or circumstance that you believe interferes with your learning and academic success? \_\_\_\_\_YES \_\_\_\_\_NO

If you answered yes to the above question, could you indicate the nature of your illness or condition? \_\_\_\_\_

Are you currently enrolled in the Learning Opportunities Program at the University of Guelph? \_\_\_\_\_YES \_\_\_\_\_NO

Is English your first language? \_\_\_\_\_YES \_\_\_\_\_NO

Please continue with the rest of the survey.

## Appendix D: UID Scale (April 2002)

### UNIVERSAL INSTRUCTIONAL DESIGN PROJECT PRE-PROJECT SURVEY

Several courses at the University of Guelph have been selected for a two-year project called “Universal Instructional Design”. As this project begins we are asking students now enrolled in these courses to help us collect data through a three-part survey. Please use campus mail to return the survey to Jaellayna Palmer, Teaching Support Services, Day Hall. (There is a campus mail drop-box in the University Centre). All information will be used for aggregate purposes only. No individual student will be identified, and all results will remain confidential and anonymous. Thank you very much for taking part in this survey!

#### Please circle your response to the following questions:

| SD – Strongly Disagree | D – Disagree | N-Neither Agree Nor Disagree | A – Agree |  
SA – Strongly Agree | NA – Not Applicable |

1. The course materials are provided in alternative formats (for example, on disk, on a web site, etc.)	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
2. This professor provides useful on-line supports and resources, including external websites.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
3. This learning environment (e.g., classroom, lab, etc.) accommodates me physically.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
4. This class offers a safe, non-threatening learning environment.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
5. New material is presented at a comfortable pace for me.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
6. New material is presented in more than one way.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
7. The course syllabus clearly describes the content and expectations of this course.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
8. I feel free to pose questions or give opinions during this class.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
9. This professor emphasizes the most important topics during the lecture so students know what to focus on in the textbook and other assigned readings.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
10. Videos shown in class are captioned (i.e., the dialogue appears as text on the screen).	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
11. Essential reading material is also available in digital format or on-line.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
12. The equipment used in this class (e.g., lab equipment, computers, etc.) is straightforward to use and handle.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
13. This professor is approachable and accessible.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
14. This professor encourages a classroom environment that shows tolerance for others.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
15. This professor accurately describes what material will be covered on tests and exams.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
16. Technical terms and other difficult words are written on the blackboard, presented on overheads, emphasized through written materials and/or the course website.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]

17. Difficult ideas and concepts are presented with enough elaboration and examples for me.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
18. This professor verbalizes everything that is written on the blackboard or presented on an overhead.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
19. Overheads are presented in fonts and colours that can be easily read.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
20. This professor's expectations are consistent with the course syllabus.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
21. This professor does not speak while facing the blackboard or looking down at an overhead.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
22. This professor encourages and/or organizes study groups, discussion groups and listservs.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
23. All students have access to all parts of the curriculum (i.e., textbooks, web sites, lab equipment, other materials and assigned readings, etc.).	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
24. This professor uses various means of evaluation (i.e., write an essay instead of a test, projects, portfolios, etc.).	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
25. This professor allows me to choose how I am evaluated (i.e., allows students to write an essay instead of a test, etc.)	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
26. This professor respects the diversity of students in the class.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
27. Essential information is presented both verbally and visually.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
28. This professor is open to other viewpoints.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]
29. I would recommend this course to other students.	[ SD] [ D] [ N] [ A] [ SA]	[ NA]

**Appendix E: Purdue Rating Scale for Instruction**

For the following 8 questions, please circle the number you feel best represents your instructor in this course.

<p>1. Interest in Subject</p>	<p align="center"> <b>1</b>  <b>2</b>  <b>3</b>  <b>4</b>  <b>5</b>  <b>6</b>  <b>7</b>  <b>8</b>  <b>9</b>  <b>10</b> </p> <p align="center"> Subject seems dull to him/her.  Seems mildly interested.  Always appears enthused about his/her subject. </p>
<p>2. Sympathetic Attitude toward Students</p>	<p align="center"> <b>1</b>  <b>2</b>  <b>3</b>  <b>4</b>  <b>5</b>  <b>6</b>  <b>7</b>  <b>8</b>  <b>9</b>  <b>10</b> </p> <p align="center"> Entirely unsympathetic and inconsiderate.  Tries to be considerate but finds it difficult at times  Always courteous and considerate. </p>
<p>3. Fairness in Grading</p>	<p align="center"> <b>1</b>  <b>2</b>  <b>3</b>  <b>4</b>  <b>5</b>  <b>6</b>  <b>7</b>  <b>8</b>  <b>9</b>  <b>10</b> </p> <p align="center"> Constantly shows partiality. </p>

	Shows occasional favouritism. Absolutely fair and impartial to all.
4. Open-mindedness	<p>1 2 3 4 5 6 7 8 9 10</p> <p>Entirely intolerant, allows no contradiction. Biased on some things but usually tolerant Welcomes differences in viewpoint.</p>
5. Presentation of Subject Matter	<p>1 2 3 4 5 6 7 8 9 10</p> <p>Indefinite, involved, and monotonous. Sometimes mechanical and monotonous Clear, definite and forceful.</p>
6. Sense of Proportion and Humour	<p>1 2 3 4 5 6 7 8 9 10</p>

	<p>Over-serious; no sense of relative values. Fairly well balanced. Always keeps proper balance; not over-critical or over-sensitive.</p>
7. Self-reliance and Confidence	<p>1 2 3 4 5 6 7 8 9 10</p> <p>Hesitant, timid, uncertain. Fairly self-confident; occasionally disconcerted. Always sure of him/herself; meets difficulties with poise.</p>
8. Stimulating Intellectual Curiosity	<p>1 2 3 4 5 6 7 8 9 10</p> <p>Destroys interest in subject; makes work repulsive. Occasionally inspiring; creates mild interest Inspires students to independent effort; creates desire for investigation.</p>

For the following questions, select the number that best represents your class in general  
| 1 - Extremely Poor | 2 – Poor | 3 – Average | 4 – Above Average | 5 - Excellent |  
NA – Not Applicable |

9. Suitability of the method or methods by which subject matter of the course is presented (recitation, lecture, laboratory, etc.)	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ]	[ NA ]
10. Suitability of the size of the class (consider the subject matter and type of class - lecture, lab., etc.)	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ]	[ NA ]
11. The degree to which the objectives of the course were clarified and discussed	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ]	[ NA ]

12. The agreement between the announced objectives of the course and what was actually taught	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ]	[ NA ]
13. Suitability of the reference materials available for the course	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ]	[ NA ]
14. Suitability of the laboratory facilities available for the course	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ]	[ NA ]
15. Suitability of the assigned textbook	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ]	[ NA ]
17. The use made of tests as aids to learning	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ]	[ NA ]
18. Amount of freedom allowed students in the selection of the materials to be studied (considering the subject matter)	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ]	[ NA ]
19. How the course is fulfilling your needs (consider your ultimate as well as your immediate goals)	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ]	[ NA ]
20. Diversity in the class	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ]	[ NA ]
21. Suitability of the amount and type of assigned outside work	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ]	[ NA ]
22. The weight given to tests in determining the final grade for the course	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ]	[ NA ]
23. Coordination of the tests with the major objectives of the course	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ]	[ NA ]
24. Frequency of tests	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ]	[ NA ]

## Appendix F: UID Scale

### UNIVERSAL INSTRUCTIONAL DESIGN PROJECT SURVEY

#### IMPORTANT INSTRUCTIONS

1. This survey is double-sided. Please make sure to answer the questions on both sides of each page.
2. Please use the attached pre-coded OPTICAL SCORING SHEET to answer all questions. Please DO NOT write on the survey booklet.
3. Use only an HB PENCIL to fill in the optical scoring sheets.
4. DO NOT fill in your name or ID number on the optical scoring sheet.
5. Please use the optical scoring sheets to fill in your sex and birthdate.
6. Please use campus mail to return the survey to Jaellayna Palmer, Teaching Support Services, Day Hall. (There is a campus mail drop-box in the University Centre).

All information will be used for aggregate purposes only. No individual student will be identified, and all results will remain confidential and anonymous

**Please circle your responses on the optical scoring sheet using the following scale:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>NA</b>
<b>Completely Disagree</b>			<b>Neither Agree Nor Disagree</b>			<b>Completely Agree</b>	<b>Not Applicable</b>

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1. The course materials are provided in many alternative formats (for example, on disk, on a web site, etc.)

---

2. This professor provides useful on-line supports and resources, including external websites.

---

3. This learning environment (e.g., classroom, lab, etc.) accommodates me physically.

---

4. This class offers a safe, non-threatening learning environment.

---

5. New material is always presented at a comfortable pace for me.

---

6. All new material is presented in more than one way.

---

7. The course syllabus clearly describes the content and expectations of this course.

---

8. I feel free to pose questions or give opinions during this class.

---

9. This professor emphasizes the most important topics during the lecture so students know what to focus on in the textbook and other assigned readings.

---

10. All videos shown in class are captioned (i.e., the dialogue appears as text on the screen).

---

11. Essential reading material is also available in digital format or on-line.

---

12. The equipment used in this class (e.g., lab equipment, computers, etc.) is very straightforward to use and handle.

---

13. This professor is highly approachable and accessible.

---

14. This professor encourages a classroom environment that shows tolerance for others.

---

- 
15. This professor accurately describes what material will be covered on tests and exams.
- 
16. Technical terms and other difficult words are presented in more than one way (i.e., blackboard, presented on overheads, emphasized through written materials and/or the course website).
- 
17. Difficult ideas and concepts are presented with enough elaboration and examples for me.
- 
18. This professor verbalizes everything that is written on the blackboard or presented on an overhead.
- 
19. Overheads are presented in fonts and colours that can be easily read.
- 
20. This professor's expectations are always consistent with the course syllabus.
- 
21. This professor often speaks while facing the blackboard or looking down at an overhead.
- 
22. This professor encourages and/or organizes study groups, discussion groups and/or electronic conferencing.
- 
23. All students have access to all parts of the curriculum (i.e., textbooks, web sites, lab equipment, other materials, assigned readings, etc.).
- 
24. This professor uses various means of evaluation (i.e., write an essay instead of a test, projects, portfolios, etc.).
- 
25. This professor respects the diversity of students in the class.
- 
26. Feedback on tests and exams in this course provide an opportunity for further learning.
- 
27. Essential information is presented both verbally and visually.
- 
28. This professor is open to viewpoints other than his/her own.
- 
29. The course materials reflect a diversity of viewpoints and opinions toward the course topic.
- 
30. Tests and exams given in this course are consistent with what is emphasized in class.
- 

**Thank you for taking the time to fill out this survey. If you have agreed to participate in an interview, you will be contacted within 2-4 weeks to set up an appointment time.**

## Appendix G: Academic Self-Efficacy Questionnaire

Remember the course in which this questionnaire is being administered is the one you should think of when answering the following questions.

The questions in this section of the survey ask about your perceptions of your ability to perform various academic tasks, such as reading, note taking and memorization. For each of the tasks you are asked to rate how confident you are about your ability to perform at that particular level, using the following scale:

0	1	2	3	4	5	6	7	8	9	10
Totally Unconfident					Moderately Confident					Totally Confident

Please provide a rating of between 1 and 10 for each level of difficulty, using the optic scoring sheet.

### CLASS CONCENTRATION

The proportion of class periods for which you feel you are able to concentrate and stay fully focused on the materials being presented.

31. Concentrate for at least 50% of a class period.
32. Concentrate for at least 70% of a class period.
33. Concentrate for at least 90% of a class period.
34. Concentrate for at least 100% of a class period.

### MEMORIZATION

The proportion of facts and concepts covered in the course that you feel you are able to memorize and recall on demand (e.g. exam time, in response to questions).

35. Memorize 60% of the facts and concepts.
36. Memorize 70% of the facts and concepts.
37. Memorize 80% of the facts and concepts.
38. Memorize 90% of the facts and concepts.
39. Memorize 100% of the facts and concepts.

### EXAM CONCENTRATION

The proportion of time during exams for which you feel you are able to focus exclusively on understanding and answering questions and avoid breaks in your concentration.

40. Stay focused on the exam for 50% of the time.
41. Stay focused on the exam for 70% of the time.
42. Stay focused on the exam for 90% of the time.
43. Stay focused on the exam for 100% of the time.

## UNDERSTANDING

The proportion of facts, concepts and arguments covered in the course that you feel you understand as they are presented in lectures, tutorials or course materials (e.g. textbooks, assigned articles).

44. Understand 50% of concepts as presented.
45. Understand 70% of concepts as presented.
46. Understand 90% of concepts as presented.
47. Understand 100% of concepts as presented.

## EXPLAINING CONCEPTS

The proportion of facts, concepts and arguments covered in the course (e.g., in lectures, tutorials or course materials) that you feel you are able to fully explain clearly to others in your own words.

48. Explain 40% of the concepts etc. in my own words.
49. Explain 60% of the concepts etc. in my own words.
50. Explain 80% of the concepts etc. in my own words.
51. Explain 100% of the concepts etc. in my own words.

## DISCRIMINATING BETWEEN CONCEPTS

The degree to which you feel you are able to discriminate between the more important and less important facts, concepts and arguments covered in the course (i.e., in lectures, tutorials and course materials).

52. Able to identify the most important concepts, points, etc. 50% of the time.
53. Able to identify the most important concepts, points, etc. 70% of the time.
54. Able to identify the most important concepts, points, etc. 90% of the time.
55. Able to identify the most important concepts, points, etc. 100% of the time.

## NOTE-TAKING

The proportion of the time that you feel you are able to make understandable course notes which emphasize, clarify and relate key facts, concepts and arguments as they are presented in lectures, tutorials or course materials.

56. Make understandable notes for 50% of the material.
57. Make understandable notes for 70% of the material.
58. Make understandable notes for 90% of the material.
59. Make understandable notes for 100% of the material.

## GRADES

The degree to which you feel you have the necessary skills to get various grades in this course, assuming that you try.

60. Get an A in this course.
61. Get at least a high B in this course.
62. Get at least a low B in this course.
63. Get at least a C in this course.

### Appendix H: Positive and Negative Affect Schedule

Please continue using the computer optic scoring sheet to answer the following questions.

This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer **using the optic scoring sheet**. Indicate to what extent **you feel this way when you are in this class**. Use the following scale to rate your answers.

1	2	3	4	5
very slightly or not at all	a little	moderately	quite a bit	extremely

- 64. interested
- 65. distressed
- 66. alert
- 67. irritable
- 68. excited
- 69. ashamed
- 70. upset
- 71. inspired
- 72. strong
- 73. nervous
- 74. guilty
- 75. determined
- 76. scared
- 77. attentive
- 78. hostile
- 79. jittery
- 80. enthusiastic
- 81. active
- 82. proud
- 83. afraid

**Thank you for your participation in this survey. Please fold the package in half, tape or staple it together, and drop it in the intercampus mailbox located in the University Centre.**

## Appendix I: French tutorial questionnaire

### Proposed client satisfaction survey questions

Using the scale below, please indicate your agreement to the following questions.

1	2	3	4	5	6	7
Completely Disagree			Neither Agree nor Disagree			Completely Agree

1. The demonstration “quest” helped me use the website.
2. The website is easy to use and navigate.
3. The website is presented in colours and fonts that are easy to see.
4. The content of the website (e.g. quests) is presented in a straightforward and explicit manner.
5. The format of the questions (e.g., multiple choice, true/false, fill in the blanks, etc.) is clear and appropriate for the type of question being asked.
6. Within this website I was able to find material relevant to the course I am taking.
7. The website makes learning more fun.
8. The website helped me improve my readiness for the material presented in my course.
9. I believe my academic achievement will improve as a result of using this website.
10. Overall, I am satisfied with this website.
11. Please indicate how often you plan on using the website.

- Once a day
- 2-4 times a week
- Once a week
- Twice a month
- Once a month
- Less than once a month

12. Please feel to make any other comments or suggestions.

**Appendix J: Student Interview Consent Form**

Dr. Karen Korabik (519) 824-4120 ext 3188

**DECLARATION OF INFORMED CONSENT**

I, \_\_\_\_\_ (please print name) give my informed consent to participate in the evaluation component of the University of Guelph’s Universal Instructional Design Project, conducted by Dr. Karen Korabik and Linda Yuval (of the University of Guelph).

- (a) I have received the letter of information in which I was informed that the general purpose of the research is to demonstrate the effectiveness of the Universal Instructional Design Project.
- (b) ALL data collected from my participation in the interview will be kept strictly confidential.
- (c) I understand that my name will not be released or disclosed to anyone other than those individuals directly involved in the study.
- (d) I understand that statements I provide during the interview process may be used verbatim for quotation purposes.
- (e) I understand that I may refuse to answer any question that I do not wish to answer.
- (f) I consent to the future use and publication of the research results with the understanding that the information will be reported in group form only. This means that no individual identification will be made.
- (g) I understand that the data I provide may be subsequently used for other research purposes.
- (h) I understand that the data I provide may be used for teaching purposes.
- (i) I understand that my participation is voluntary, and I am free to withdraw from the study at any time without penalty of any kind.
- (j) I understand that the interview will be audio recorded, and that I will be identified on this audio recording by number only. Audio recordings will be kept in storage for a period of 1 year.
- (k) I agree that I have been given adequate information about the study and understand the procedures to be followed.

**If you have any questions or concerns about this study, feel free to contact** Linda Yuval (519) 824-4120 x8754, [lyuval@uoguelph.ca](mailto:lyuval@uoguelph.ca) or Jaellayna Palmer (519) 824-4120 x3858, [palmerj@uoguelph.ca](mailto:palmerj@uoguelph.ca)

\_\_\_\_\_  
**Name (please print clearly)**

\_\_\_\_\_  
**date**

\_\_\_\_\_  
**Signature**

**Appendix K: Student Interview Questions**

Did you have difficulties accessing course materials or participating in any essential activities related to this class?

.....

Were there major areas of confusion or inconsistency among course objectives, your own expectations and/or how the course was presented?

.....

Did you find that the course offered you enough choices in how it was presented so that you could, to a certain extent, approach the course in a way that suited your needs and abilities?

.....

Were there obstacles to your receiving or understanding the information and resources you needed in this course?

.....

Did you feel respected as a person, welcome to express your thoughts and able to explore new ideas in this course?

.....

While participating in this course, were there physical challenges or obstacles that you feel could have been avoided?

.....

Did you find any of the materials or activities in this course to be inappropriate or unsuitable?

## Appendix L: Faculty Interview Questions (August 2002)

1. How long have you been an instructor?
2. Think back to when you first entered this profession. Was the primary appeal teaching or research?
3. How do you NOW view/balance your work between teaching and research? Which do you prefer and why?
4. If you were to consider your career as a journey, where along the path would you say you are currently?
5. What have been some of the major influences on your personal career development?
6. Had you heard about UID principles before your involvement in the UID project?
7. What was your primary reason for applying for (or accepting) UID funding?
8. What are your expectations for this project?
9. At this point in time do you think that working with UID is likely to have a lasting impact on your work? If so, how? If not, why not?
10. Do you think you will collaborate and share information on UID with other faculty members and colleagues? If so, how? If not, why not?
11. Describe the kinds of UID strategies and activities, if any, that were in your course prior to receiving UID funding.
12. What was the teaching climate at Guelph like before the UID project?
13. Please check off any of the following in which you would like to participate:

- seminars and workshops
- conferences and other professional meetings
- UID listserv
- website
- newsletters
- other (please specify)

**Appendix M: Faculty Interview Questions (March 2003)**

14. Now that you have had a few months experience with the UID Project, have there been any changes in how you think about your role as an instructor or researcher?

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15. Are you finding that your involvement with the UID project is helping you become more knowledgeable about UID principles? If so, in what ways?

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16. If you teach more than one course, has the UID project to date influenced any changes in your other courses? If so, please explain these changes.

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17. So far, would you say that your reasons for applying for (or accepting) UID funding are being fulfilled? If so, in what ways? If not, why not?

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18. What are your expectations for the remainder of this project?

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19. At this point in time do you think that working with UID is likely to have a lasting impact on your teaching and related work? If so, how? If not, why not?

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20. Have you been sharing -- or do you intend to share -- information on UID with other faculty members and colleagues? If so, how? If not, why not?

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21. Do you think that the UID project has the potential to change the teaching climate at Guelph? If so, in what ways?

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22. Please indicate the extent to which you implemented the following activities into your course **BEFORE** the UID project and **SINCE** your involvement in the UID Project, using the following scale:

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

a) Course materials (e.g., lecture notes) are provided in several alternative formats (for example, on disk, on a web site, etc.).

**BEFORE THE UID PROJECT**

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

**SINCE THE UID PROJECT**

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

b) Useful on-line supports and resources are made available to students, including external websites.

**BEFORE THE UID PROJECT**

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

**SINCE THE UID PROJECT**

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

c) The course syllabus clearly describes the content and expectations of this course.

**BEFORE THE UID PROJECT**

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

SINCE THE UID PROJECT

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

d) Essential reading material is also available in digital format or on-line.

BEFORE THE UID PROJECT

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

SINCE THE UID PROJECT

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

e) Technical terms and other difficult words or concepts are presented to students in more than one way (i.e., on the blackboard, presented on overheads, emphasized through written materials and/or the course website).

BEFORE THE UID PROJECT

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

SINCE THE UID PROJECT

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

f) Essential information given during lectures is presented both verbally and visually.

BEFORE THE UID PROJECT

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

SINCE THE UID PROJECT

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

g) All students have equal access to all parts of the curriculum (i.e., textbooks, web sites, lab equipment, other materials, assigned readings, etc.).

BEFORE THE UID PROJECT

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

SINCE THE UID PROJECT

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

h) Graphs and/or diagrams are used during lectures.

BEFORE THE UID PROJECT

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

SINCE THE UID PROJECT

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

i) Question-asking and opinions occur regularly during class.

BEFORE THE UID PROJECT

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

SINCE THE UID PROJECT

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

j) On average, how many hours per week do you spend meeting with the students in this class (outside of regular class time, during office hours, via email, etc.)

0-2 hours     2-4 hours     4-6 hours     More than 6 hours

k) On average, how long does it take for you to respond to student emails?

less than 1 day     1 to 2 days     2 to 3 days     more than 3 days

## Appendix N: Classroom Observation Checklist

### Verbal Domain

- a) Speaks at a reasonable pace
- |            |          |            |      |           |     |
|------------|----------|------------|------|-----------|-----|
| 1          | 2        | 3          | 4    | 5         | 0   |
| Not at all | Somewhat | Moderately | Much | Very much | N/A |
- b) Speaks clearly
- |            |          |            |      |           |     |
|------------|----------|------------|------|-----------|-----|
| 1          | 2        | 3          | 4    | 5         | 0   |
| Not at all | Somewhat | Moderately | Much | Very much | N/A |
- c) Asks questions, pausing long enough for students to respond
- |            |          |            |      |           |     |
|------------|----------|------------|------|-----------|-----|
| 1          | 2        | 3          | 4    | 5         | 0   |
| Not at all | Somewhat | Moderately | Much | Very much | N/A |
- d) Verbalizes everything that is presented visually
- |            |          |            |      |           |     |
|------------|----------|------------|------|-----------|-----|
| 1          | 2        | 3          | 4    | 5         | 0   |
| Not at all | Somewhat | Moderately | Much | Very much | N/A |
- e) Stresses most important points by pausing, speaking slowly, raising voice, etc.
- |            |          |            |      |           |     |
|------------|----------|------------|------|-----------|-----|
| 1          | 2        | 3          | 4    | 5         | 0   |
| Not at all | Somewhat | Moderately | Much | Very much | N/A |
- f) Explains subject matter in familiar, colloquial language
- |            |          |            |      |           |     |
|------------|----------|------------|------|-----------|-----|
| 1          | 2        | 3          | 4    | 5         | 0   |
| Not at all | Somewhat | Moderately | Much | Very much | N/A |
- g) Speaks in a dramatic or expressive way
- |            |          |            |      |           |     |
|------------|----------|------------|------|-----------|-----|
| 1          | 2        | 3          | 4    | 5         | 0   |
| Not at all | Somewhat | Moderately | Much | Very much | N/A |
- h) Tells jokes or humorous anecdotes
- |            |          |            |      |           |     |
|------------|----------|------------|------|-----------|-----|
| 1          | 2        | 3          | 4    | 5         | 0   |
| Not at all | Somewhat | Moderately | Much | Very much | N/A |
- i) To consider: How would a student with a **learning disability** react to the lecture?

### Auditory Domain

- a) Sound level of AV materials suitable to room
- |            |          |            |      |           |     |
|------------|----------|------------|------|-----------|-----|
| 1          | 2        | 3          | 4    | 5         | 0   |
| Not at all | Somewhat | Moderately | Much | Very much | N/A |
- b) Speaks at sound level suitable to the room
- |            |          |            |      |           |     |
|------------|----------|------------|------|-----------|-----|
| 1          | 2        | 3          | 4    | 5         | 0   |
| Not at all | Somewhat | Moderately | Much | Very much | N/A |
- c) Does not speak while facing blackboard or looking down at overhead
- |            |          |            |      |           |     |
|------------|----------|------------|------|-----------|-----|
| 1          | 2        | 3          | 4    | 5         | 0   |
| Not at all | Somewhat | Moderately | Much | Very much | N/A |
- d) Ensures that all students can hear each other's questions and comments (repeating them if necessary)

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

e) To consider: How would a student with a **hearing disability** react to the lecture?

### Visual Domain

a) AV materials readily seen

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

b) Videos are captioned

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

c) Overheads presented in colours and fonts that can be easily read

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

d) Technical terms and other difficult words/concepts are presented visually

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

e) Uses gestures to show emphasis

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

f) Smiles and/or looks relaxed

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

g) Uses graphs or diagrams to facilitate explanation

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

h) Puts outline of lecture on blackboard or overhead screen

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

i) To consider: How would a student with a **visual disability** react to the lecture?

### Cognitive Domain

a) Uses advance organizers

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

j) Uses questions to encourage learning

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

b) Encourages question-asking and opinions during class

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

c) Implements group activities

	1	2	3	4	5	0
	Not at all	Somewhat	Moderately	Much	Very much	N/A
d) Uses concrete everyday examples to explain concepts and principles	1	2	3	4	5	0
	Not at all	Somewhat	Moderately	Much	Very much	N/A
e) Defines new or unfamiliar terms	1	2	3	4	5	0
	Not at all	Somewhat	Moderately	Much	Very much	N/A
f) Uses visual aids (blackboard or overheads) to explain new or unfamiliar terms	1	2	3	4	5	0
	Not at all	Somewhat	Moderately	Much	Very much	N/A
g) Repeats difficult ideas several times	1	2	3	4	5	0
	Not at all	Somewhat	Moderately	Much	Very much	N/A
h) Answers students' questions thoroughly	1	2	3	4	5	0
	Not at all	Somewhat	Moderately	Much	Very much	N/A
i) Incorporates students' ideas into lecture	1	2	3	4	5	0
	Not at all	Somewhat	Moderately	Much	Very much	N/A
j) Indicates out-of-class resources relevant to lecture or activities (WebCT, websites, books, etc.)	1	2	3	4	5	0
	Not at all	Somewhat	Moderately	Much	Very much	N/A
k) Clearly indicates transition from one topic to the next	1	2	3	4	5	0
	Not at all	Somewhat	Moderately	Much	Very much	N/A
l) Reviews topics covered in previous lecture at beginning of each class	1	2	3	4	5	0
	Not at all	Somewhat	Moderately	Much	Very much	N/A
m) Summarizes topics covered in current lecture at the end of each class	1	2	3	4	5	0
	Not at all	Somewhat	Moderately	Much	Very much	N/A
n) Asks if students understand before proceeding to next topic	1	2	3	4	5	0
	Not at all	Somewhat	Moderately	Much	Very much	N/A
o) Shows respect for all students	1	2	3	4	5	0
	Not at all	Somewhat	Moderately	Much	Very much	N/A

p) The selection processes used to organize students into various activities (i.e., group work, presentations, etc.) are done in a fair and consistent manner.

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

q) Pays attention to students in all locations, not just those who take an active role in the lecture and/or activities.

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

r) Asks for input from a variety of students, seeking a diversity of ideas and opinions.

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

s) To consider: How would a student with an **attention disorder** react to the lecture?

### Physical Domain

a) Basic comforts present in the room

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

b) Enough chairs and desks for all the students in the class

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

c) Lab and computer equipment is easy to handle

1	2	3	4	5	0
Not at all	Somewhat	Moderately	Much	Very much	N/A

d) To consider: How would a student with a **physical disability** react to the lecture?